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ABSTRACT

External evaluation of a bilingual education program for limited-English-speaking Japanese and Korean students found that while ambitious program objectives established for the program's second year were not met, student progress was closely monitored and used in planning for the next year. Student reclassifications were reduced. Activity or process activities were also found to be ambitious and most were accomplished. Some revision of objectives and/or data-gathering procedures is recommended. In general, the program was found to be in place and functioning well. Individual objectives and related results are outlined in the text of the report, and a variety of instructional materials, forms, and documentation are appended. (MSE)

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EVALUATION REPORT

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SECOND ANNUAL EVALUATION REPORT (1985-86)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition
in
Torrance Unified School District

Prepared by:
Donald L. Kester, Ph.D.
Program Evaluation Consultant
Division of Evaluation, Attendance,
and Pupil Services

Educational Program Evaluation

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Los Angeles County Office of Education

SECOND ANNUAL EVALUATION REPORT (1985-1986)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition
(A Japanese and Korean Bilingual Program funded under Title VII of the Elementary and Secondary Education Act)

in

Torrance Unified School District
Torrance, California

Prepared by:

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Consultant, Program Evaluation

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Attendance, and Pupil Services

Los Angeles County Office of Education
Downey, California

September 1986

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SECOND ANNUAL EVALUATION REPORT (1985-1986)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquistion
(A Japanese and Korean Bilingual Program funded under Title VII
of the Elementary and Secondary Education Act

EXECUTIVE SUMMARY

This was the second year of Federally funded program operation and the second time the program was evaluated by an outside evaluation consultant from the Los Angeles County Office of Education.

The second year began with a major addition of program objectives which focused on students' spring 1986 CTBS scores. School principals, reading resource teachers, the district project director and outside evaluation consultants played a role in writing the new objectives which included target attainment levels for first year and second year bilingual students. Because the ultimate goal of reclassification required that students attain the 36th percentile, project staff ambitiously created a great many new program objectives (32 in all) that called for intermediate student attainment levels at the 25th and 30th percentiles on both the CTBS reading and language subtests for both first and second year bilingual students. Considering the fact that staff had only one year's worth of information on which to base their estimates for future student achievement, their estimates came reasonably close. As it turned out, they were better at estimating student attainment levels for the second year project students than for the first year project students. For example, staff at Arlington School estimated that they would see 75% of their second year students score at the 25th percentile or better on CTBS Reading, when in fact 74% (of 42 students) actually did (Table 3). On the other hand, Arlington staff estimated that they would see 75% of their first year students score at the 30th percentile or better on CTBS Language, when in fact 61% (of 31 students) did (Table 6).

What is important is not how accurately estimates could be made; it was understandably difficult using only one data point test score from the first year. What is important is the fact that each school staff decided to track very closely the progress of both groups of students through intermediate stages toward the final reclassification test score criterion of the 36th percentile. In all, thirty-two new program objectives were written,and student progress in those were tracked (Tables 1-10) and the results were used in planning for the third year.

This year, some project students were reclassified at each school. At Arlington 32% of all project students (Group A and Group B combined) were reclassified. At Hickory 30% were reclassified, at Lincoln 14%, and at Victor 29%. This showed an improvement over last year when no project students were reclassified at Hickory and Lincoln.

The program was ambitious also in that it included a large number of process or activity objectives; almost thirty. Except for two, the tasks in those activity objectives were accomplished as planned, and both of those unaccomplished tasks concerned the use of the Instructional Objectives Exchange (IOX) materials designed to measure gain in students' self-esteem. The difficulty was that the data gathered did not permit the analysis called for in the two objectives; i.e., given the information collected, no determination regarding gain scores could be made. Program staff will need to consider either revising the objectives or changing their data collection procedures.

The evaluator raised the question as to whether the levels of detail shown in the current individual learning form was sufficient. Project staff were urged to contact bilingual specialists at the state level and elsewhere to answer the question.

In summary, the evaluator found the program was in place and generally functioning well.

SECOND ANNUAL EVALUATION REPORT (1985-1986)

Listen, Practice, Converse:
A Communication Approach to Second Language Acquisition
(A Japanese and Korean Bilingual Program funded under Title VII of the Elemenatry and Secondary Education Act)

Section 1:
Background, Revision of the First Year's Program Evaluation Plan

This program has just completed its second year of operation. At the end of its first year, a program evaluation report was submitted. That report was written by an evaluation consultant from the Los Angeles County Office of Education under a contractual agreement with the Torrance Unified School District. Under a renewal of that agreement, this second evaluation report was written by another evaluation consultant from the county office.

In the Fall semester of the second year of program operation both of the two county evaluation consultants (the evaluator for the first year and the one for the second) met with each of the four project school principals and selected school site project staff to review the first year's evaluation plan and report and make revisions as necessary to the second year's evaluation plan. Major revisions were made under goal 1.0 which describes project student proficiency levels on the Norm-Referenced Test, The Comprehensive Test of Basic Skills, Form U (CTBS-U). Actually, Goal 1 for the second year remained the same as it was the first year, but the objectives under that goal were substantially changed.

Objective revision was necessary under Goal 1 for several reasons. First, the program's second year of operation would see two groups of target students: One group (Group A) would consist of Japanese or Korean students who had been in the program for a year when school started in September of the second year. The

other group (Group B) would consist of those bilingual students who would be newly identified and placed into the program in the beginning of the second year.

By the time the end of the second year arrived (June 1986) Group A students would have been in the program for two years and Group B students would have been in the program one year. During the evaluation plan revision for the second year of operation, it was felt that separate objectives should be developed for both groups. In addition, program objective revision under Goal 1 was seen as necessary since, after a year's experience of managing this program, it was felt that project staff could more accurately estimate students' actual end of the year levels of skill proficiency. Moreover, the staff decided to use a "Stair Step" approach in rewriting test proficiency objectives. Since the test criterion for reclassification was the 36th percentile, the staff rewrote proficiency objectives that called for intermediate attainment levels of the 25th and 30th percentiles for both Group A and Group B students.

At each school those participating in the rewriting of Goal 1 objectives included the district bilingual resource teacher (the program director), the school site reading teacher, the school principal, and one or both of the county evaluation consultants. In addition, the county office's statistician attended a rewriting meeting at one school.

Section 2:
Evaluator's Opinion Regarding The Program Evaluation Plan Elements

The evaluator concurs with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures described in the program evaluation plan, as revised, for the second year of program operation.

However, the evaluator has some hesitation about product objective 3.4 which calls for "improved self-esteem" as measured by a self-esteem index given pre-post. Over many years of doing evaluations, this evaluator has seen many an otherwise outstanding program fail to attain similar objectives. The evaluator cannot help but wonder how valid such tests are when used in this context. He finds it difficult to give a strong "Yes" answer to the question, "Do self-esteem tests really measure the affects of the program?" (They measure something; but do they measure the program or something else?) In this case, do pre-post score differences (if they are found) reflect students' experiences in the program (those related to two cultural events, for example) or do they reflect students' experiences elsewhere?

Section 3:
Results of the Evaluator's On-Site Visits, Data Gathering and Analyses

The program evaluator made on-site visits to the project schools on the dates shown below in table 1:

Table 1
County Evaluator's On-Site Visits

Project School	Date Visited
Hickory	April 22
Arlington	April 28
Victor	May 1
Lincoln	May 2

During the on-site visits the evaluator conducted structured and unstructured interviews, reviewed documents and other records, and observed teachers and aides. All four principals and all four school site reading teachers were interviewed separately.

After the school site visits, the evaluator met with the bilingual resource teacher to review the progress on the remaining program objectives.

In conducting classroom visits the evaluator used a classroom sampling approach. Three classes were visited at each school. Further, across the four project schools two classes at each grade level were visited. The classrooms to be visited were selected as shown below.

Table 2
Evaluator's Sampling of Project Classrooms

	Grade					
School	K	1	2	3	4	5
Arlington		X		X		X
Hickory	X		X		X	
Lincoln		X		X		X
Victor	X		X		X	

Each on-site visit began with a meeting with the principal. In every case the principal was assisted by the school's reading teacher. The bilingual resource teacher was also present during each of the four on-site school visits. After interviewing the principal and the reading teacher, and after reviewing documents and other records, the evaluator began visiting classrooms, which were selected as shown above. Classroom observations and teacher interviews were greatly facilitated by the fact that either the principal or the reading teacher was ready to take over, or did take over the teaching tasks, and thereby free the classroom teacher. In an effort to be as unobtrusive as possible, an attempt was made to keep the evaluator's "in-classroom time" to between ten and fifteen minutes.

During an on-site visit at one school the county evaluator was assisted by the county statistician. The statistician also contributed to this evaluation report by performing the data analyses on the CTBS-U Test scores (product objectives 1.10, 1.11, 1.20, and 1.21), as well as on student reclassification data (product objectives 1A.1, 1A.2, 1A.3, 1A.4).

The evaluator wishes to thank the principals (Cyma Early, Dr. Daniel Kelly, Nancy Raiche, Steve Shearer, and Pat Tierney, who, in Dr. Kelly's absence, assisted at Lincoln during the evaluator's on-site visit), the ESL reading resource teachers (Marilyn Buck, Barbara Cutler, Echo Davis, Ann Matthews, and Nina Surowski), the bilingual aides, the bilingual resource teacher/project director (Kikuko Nishi), the county statistician (Dr. Angel Sanchez), and others for their cooperation and assistance, without which this external evaluation would have been much more difficult.

The evaluator also wishes to thank Cheri L. Epps for typing this report.

Next in this section of the report, each program objective will be followed by the evaluator's statements about his findings together with his conclusion as to whether or not that objective was attained.

GOAL: BY JUNE 1987, JAPANESE AND KOREAN STUDENTS WHO ARE LEP WILL INCREASE THEIR PROFICIENCY IN ENGLISH BY ACHIEVING MEDIAN EXPECTANCIES, AS MEASURED BY NORM-REFERENCED TEST.

GOAL: BY JUNE 1986, [A CERTAIN PERCENT (SEE BELOW) OF] LEP JAPANESE AND KOREAN STUDENTS AT ARLINGTON, HICKORY, LINCOLN, AND VICTOR, WHO HAVE PARTICIPATED IN THE PROGRAM FOR THE ENTIRE SCHOOL YEAR, WILL INCREASE THEIR PROFICIENCY IN ENGLISH BY ACHIEVING [A GIVEN PERCENTILE (SEE BELOW)] ON THE CTBS-U READING AND LANGUAGE SUBTESTS.

Product Objectives 1.10 Group A (1984 Group) - - READING

By June 1986, at Arlington Elementary School:

1) 75% LEP Japanese and Korean students who have participated in the program for two years (Group A) will have increased their proficiency in English by achieving at or above the 25%tile in reading.

2) 60% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile as measured by CTBS-U Reading subtest.

By June 1986, at Hickory Elementary School:

1) 55% LEP Japanese and Korean students who have participated in the program for two years (Group A) will have increased their proficiency in English by achieving at or above the 25%tile in reading.

2) 50% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile as measured by CTBS-U Reading subtest.

By June 1986, at Lincoln Elementary School:

1) 80% LEP Japanese and Korean students who have participated in the program for two years (Group A) will have increased their proficiency in English by achieving at or above the 25%tile in reading.

2) 70% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile as measured by CTBS-U Reading subtest.

By June 1986, at Victor Elementary School:

1) 70% LEP Japanese and Korean students who have participated in the program for two years (Group A) will have increased their proficiency in English by achieving at or above the 25%tile in reading.

2) 50% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile as measured by CTBS-U Reading subtest.

TABLE 3

GROUP A, CTBS-U READING TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 25TH PERCENTILE CRITERION LEVEL

Second Year Bilingual Program Students - Reading - 25th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 25th %tile as per the program objective %	Number and % of students observed to score at or above the 25th %tile n	%	Evaluation Decision Objective was
Arlington	42	1.10-Arlington-1	75	(31)	74	not attained
Hickory	17	1.10-Hickory-1	55	(13)	76	attained
Lincoln	32	1.10-Lincoln-1	80	(29)	91	attained
Victor	28	1.10-Victor-1	70	(24)	86	attained

TABLE 4

GROUP A, CTBS-U READING TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 30TH PERCENTILE CRITERION LEVEL

Second Year Bilingual Program Students - Reading - 30th %tile

School	Number of Bilingual Students	Program Objective Number	Percentage of students expected to score at or above the 30th %tile as per the program objective	Number and % of students observed to score at or above the 30th %tile		Evaluation Decision
	n	#	%	n	%	Objective was
Arlington	42	1.10-Arlington-2	60	(25)	60	attained
Hickory	17	1.10-Hickory-2	50	(12)	71	attained
Lincoln	31	1.10-Lincoln-2	70	(28)	90	attained
Victor	28	1.10-Victor-2	50	(23)	82	attained

Product Objective 1.11 Group A (1984 Group) - - LANGUAGE

By June 1986, at Arlington Elementary School:

1) 90% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 75% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile in language as measured by CTBS-U English subtest.

By June 1986, at Hickory Elementary School:

1) 75% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 70% LEP Japanese and Korean students who have participated in the program two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile in language as measured by CTBS-U English subtest.

By June 1986, at Lincoln Elementary School:

1) 90% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 75% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30% tile in language as measured by CTBS-U English subtest.

By June 1986, at Victor Elementary School:

1) 80% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 60% LEP Japanese and Korean students who have participated in the program for two years (Group A) will increase their proficiency in English by achieving at or above the 30%tile in language as measured by CTBS-U English subtest.

TABLE 5

GROUP A, CTBS-U LANGUAGE TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 25TH PERCENTILE CRITERION LEVEL

Second Year Bilingual Program Students - Language - 25th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 25th %tile as per the program objective %	Number and % of students observed to to score at or above the 25th %tile n	%	Evaluation Decision Objective was
Arlington	31	1.11-Arlington-1	90	(23)	74	not attained
Hickory	14	1.11-Hickory-1	75	(10)	71	not attained
Lincoln	23	1.11-Lincoln-1	90	(22)	96	attained
Victor	20	1.11-Victor-1	80	(19)	95	attained

TABLE 6

GROUP A, CTBS-U LANGUAGE TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 30TH PERCENTILE CRITERION LEVEL

Second Year Bilingual Program Students - Language - 30th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 30th %tile as per the program objective %	Number and % of students observed to score at or above the 30th %tile n	%	Evaluation Decision Objective was
Arlington	31	1.11-Arlington-2	75	(19)	61	not attained
Hickory	14	1.11-Hickory-2	70	(10)	71	attained
Lincoln	23	1.11-Lincoln-2	75	(22)	96	attained
Victor	20	1.11-Victor-2	60	(19)	95	attained

Product Objective 1.20 Group B (1985 Group) -- READING

By June 1986, at Arlington Elementary School:

1) 56% LEP Japanese and Korean students who have participated in the program for one year (Group B), will increase their proficiency in English by achieving at or above the 25%tile in reading.

2) 50% LEP Japanese and Korean students who have participated in the program for one year (Group B) will achieve at or above the 30%tile in reading, as measured by CTBS-U reading subtest.

By June 1986, at Hickory Elementary School:

1) 20% LEP Japanese and Korean students who have participated in the program for one year (Group B), will increase their proficiency in English by achieving at or above the 25%tile in reading.

2) 15% LEP Japanese and Korean students who have participated in the program for one year (Group B), will achieve at or above 30%tile in reading, as measured by CTBS-U Reading subtest.

By June 1986, at Lincoln Elementary School:

1) 50% LEP Japanese and Korean students who have participated in the program for one year (Group B), will increase their proficiency in English by achieving at or above the 25%tile in reading.

2) 40% LEP Japanese and Korean students who have participated in the program for one year (Group B), will achieve at or above 30%tile in reading, as measured by CTBS-U Reading subtest.

By June 1986, at Victor Elementary School:

1) 60% LEP Japanese and Korean students who have participated in the program for one year (Group B), will increase their proficiency in English by achieving at or above the 25%tile in reading.

2) 50% LEP Japanese and Korean students who have participated in the program for one year (Group B), will achieve at or above 30%tile in reading, as measured by CTBS-U Reading subtest.

TABLE 7

GROUP B, CTBS-U READING TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 25TH PERCENTILE CRITERION LEVEL

First Year Bilingual Program Students - Reading - 25th %tile

School	Number of bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 25th %tile as per the program objective %	Number and % of students observed to score at or above the 25th %tile n	%	Evaluation Decision Objective was
Arlington	26	1.20-Arlington-1	56	(8)	31	not attained
Hickory	18	1.20-Hickory-1	20	(10)	55	attained
Lincoln	17	1.20-Lincoln-1	50	(12)	70	attained
Victor	29	1.20-Victor-1	60	(13)	45	not attained

TABLE 8

GROUP B, CTBS-U READING TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 30TH PERCENTILE CRITERION LEVEL

First Year Bilingual Program Students - Reading - 30th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 30th %tile as per the program objective %	Number and % of students observed to score at or above the 30th %tile n	%	Evaluation Decision Objective was
Arlington	26	1.20-Arlington-2	50	(7)	27	not attained
Hickory	18	1.20-Hickory-2	15	(9)	50	attained
Lincoln	17	1.20-Lincoln-2	40	(11)	65	attained
Victor	29	1.20-Victor-2	50	(13)	45	not attained

Product Objective 1.21 Group B (1985 Group) - - LANGUAGE

By June 1986, at Arlington Elementary School:

1) 80% LEP Japanese and Korean students who have participated in the program for one year (Group B) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 65% LEP Japanese and Korean students who have participated in the program for one year (Group B) will achieve at or above the 30%tile in language as measured by CTBS-U English subtest.

By June 1986, at Hickory Elementary School:

1) 35% LEP Japanese and Korean students who have participated in the program for one year (Group B) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 25% LEP Japanese and Korean students who have participated in the program for one year (Group B) will achieve at or above the 30%tile in language as measured by CTBS-U English subtest.

By June 1986, at Lincoln Elementary School:

1) 80% LEP Japanese and Korean students who have participated in the program for one year (Group B) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 65% LEP Japanese and Korean students who have participated in the program for one year (Group B) will achieve at or above the 30%tile in language as measured by CTBS-U English subtest.

By June 1986, at Victor Elementary School:

1) 70% LEP Japanese and Korean students who have participated in the program for one year (Group B) will increase their proficiency in English by achieving at or above the 25%tile in language.

2) 50% LEP Japanese and Korean students who have participated in the program for one year (Group B) will achieve at or above the 30%tile in language as measured by CTBS-U English subtest.

TABLE 9

GROUP B, CTBS-U READING TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 30TH PERCENTILE CRITERION LEVEL

First Year Bilingual Program Students - Language - 25th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 25th %tile as per the program objective %	Number and % of students observed to score at or above the 25th %tile n	%	Evaluation Decision Objective was
Arlington	10	1.21-Arlington-1	80	(4)	40	not attained
Hickory	9	1.21-Hickory-1	35	(6)	66	attained
Lincoln**	--	----------	--	--	--	----------
Victor	10	1.21-Victor-1	70	(4)	40	not attained

TABLE 10

GROUP B, CTBS-U LANGUAGE TEST RESULTS AND PROGRAM OBJECTIVE ATTAINMENT LEVELS FOR THE 30TH PERCENTILE CRITERION LEVEL

First Year Bilingual Program Students - Language - 30th %tile

School	Number of Bilingual Students n	Program Objective Number #	Percentage of students expected to score at or above the 30th %tile as per the program objective %	Number and %> of students observed to score at or above the 30th %tile n	%	Evaluation Decision Objective was
Arlington	10	1.21-Arlington-2	65	(3)	30	not attained
Hickory	9	1.21-Hickory-2	25	(5)	56	attained
Lincoln**	--	----------	--	--	--	----------
Victor	10	1.21-Victor-2	50	(3)	30	not attained

**There is no language subtest on the CTBS-U form given to grades K-1. Lincoln Elementary students in this category are all K-1 grades

Process/Activity Objective 2.1

Within 60 days of a student's enrollment, the reading teacher/aides will test LEP youngsters who arrive in school with Bilingual Syntax Measure in English and with the San Diego Oral in Japanese or Korean and with San Diego Placement test, and with writing prompts if students are in grades 3-6.

The project staff seemed to have no difficulty in getting students tested and into the program within the 60 days called for in this objective. In fact the evaluator was impressed with the speed with which placement occurred. A copy of one page of the "ESL Form #2" from the records on file at one school (Appendix A) was found to be generally representative. It showed each student's primary language, his school entry date, and his program entry date. As was generally true, records showed that at all four schools, students entered the bilingual program within the same month they entered school. Other records were found to be consistent.

Conclusion:

This objective was attained.

Suggestion:

Add the day of the month to the month and the year under both column headings "School entry date", and "Entered program", (i.e., write "9-25-85" instead of "9-85").

Process/Activity Objective 2.2

On an ongoing basis, the reading teachers (will) see that students who are classified as LEP Korean/Japanese have an ILP developed which places the student in an "appropriate program" option:

- **ESL**
- **Bilingual classroom**
- **Individual Bilingual Plan**
- **ILP copies with principal, reading teacher, classroom teacher**

The evaluator found that all project students whose records he sampled did in fact have ILP's. These ILP's took the form shown in Appendix B. A large percentage of ILP's sampled showed "all areas" under the heading "content area(s)." In some cases there was evidence that the ILP's had been updated at least once since the student had been initially placed into the program. In addition, a new form entitled "ESL Progress Report" was being used (please see Appendix A, Item 3).

Conclusion:

This objective was attained.

Suggestion:

In general, ILP's seemed to be used more as an intake form than as a "working ILP" as the term is understood in the various programs for Special Education students. There, as everyone is aware, the ILP's are extremely detailed and clearly written only for a certain "individual student" (with the emphasis on the "individual" here and in the term "individual" learning program "ILP").

The evaluator strongly suggests that the project director contact someone at the county, state or federal level to clarify how much detail and individual student specificity is expected

to be shown in bilingual ILP's. The evaluator suggests that the director share copies (minus names) of ILP's, ESL progress reports, profile cards and other records of student progress with these bilingual consultants and ask for a judgment call as to whether or not more individualization needs to be documented.

In other programs for students with special needs the classroom teachers and/or aides are expected to provide learning experiences that are "over and above" the usual classroom instruction, and the ILP's are used to show that individual work. In short, experience with other programs suggests to this evaluator that more specificity may be needed. This should be investigated by program staff.

Process/Activity Objective 2.3

On an ongoing basis, the classroom teacher, reading teacher and aide (will see to it that) a student profile card (is) kept to indicate student progress during the year.

The evaluator found that student profile cards were being used and that they showed student progress during the year.

Conclusion:

This objective was attained.

Comment

In regard to the last two objectives (process/activity objectives 2.2 and 2.3) the evaluator would like to mention his finding that classroom teachers knew in some detail where each bilingual child was in terms of both what they could do and what they needed to work on next. When asked by the evaluator, the classroom teachers consulted their "small group" records which took a form similar to that shown in Appendix D.

Reading teachers and aides also could describe in detail where each child was and retrieve work samples and records on request.

GOAL: **BY JUNE 1987, HAVING BEEN GIVEN INSTRUCTION IN ENGLISH USING THE NATURAL APPROACH AND THEIR PRIMARY LANGUAGE IN A SUPPORTIVE MANNER 50% OF JAPANESE AND KOREAN LEP STUDENTS WILL BE RECLASSIFIED AS FEP BY BOARD-ADOPTED CRITERIA.**

Product Objective 1A.1

By June 1986, at Arlington Elementary School, 10% of the LEP Japanese and Korean students who are project participants will be reclassified as FEP.

Product Objective 1A.2

By June 1986, at Hickory Elementary, 10% of the LEP Japanese and Korean students who are project participants will be reclassified as FEP.

Product Objective 1A.3

By June 1986, at Lincoln Elementary School, 10% of the LEP Japanese and Korean students who are project participants will be reclassified as FEP.

Product Objective 1A.4

By June 1986, at Victor Elementary School, 25% of the LEP Japanese and Korean students who are project participants will be reclassified as FEP.

TABLE 11

Results of reclassification to FEP status for all project students at each school (Group A and Group B students combined) and program objective attainment levels.

School	Program Objective Number	Percentage of students expected to be reclassified as FEP	Percentage of students observed to be reclassified as FEP	Evaluation Decision
	n	%	%	Objective was
Arlington	1A.1-Arlington	10	32	attained
Hickory	1A.2-Hickory	10	30	attained
Lincoln	1A.3-Lincoln	10	14	attained
Victor	1A.4-Victor	25	29	attained

Process/Activity Objective 2A.1

On an ongoing basis, the principal will keep (a) total school ESL ongoing record using ESL Form #2. It must correlate with computer-database in Fall and Spring.

It seemed to the evaluator that the principals may have delegated the record keeping to the ESL reading resource teachers. Nevertheless, it was clear that the ESL Form #2s were being kept up-to-date.

Conclusion:

The task referred to in this objective was accomplished at each school.

Process/Activity Objective 2A.2

By the Spring, the school appraisal team (reading teacher, classroom teachers, and principal) will have seen to it that following CTBS-U testing in Spring, LEP students (were) reviewed for reclassification by the school appraisal team.

The school appraisal team began meeting after the CTBS Test results arrived in mid-April 1986. Students were classified in an order based on which school they attended. Hickory students were reclassified first, then Arlington students, then those from Victor and finally those from Lincoln. The re-classification to FEP status for all students was completed by mid-June 1986.

Conclusion:

This objective was attained.

Process/Activity Objective 2A.3

By the Spring, the School Appraisal Team(classroom teacher, principal, reading teacher, parents will have seen to it that) the reclassification decision by (the) School Appraisal Team on each student (was) based on Board-adopted criteria.

Board-adopted criteria appear to have been used.

Conclusion:

This objective was attained.

Process/Activity Objective 2B.1

On an ongoing basis, the classroom teachers, reading teacher and aides (will see to it that) teachers keep a record of student progress as the student progresses through language acquisition stages in learning English.

Student progress records were kept on an ongoing basis. These did show progress through language acquisition stages.

Conclusion:

This objective was attained.

Process/Activity Objective 2B.2

On an ongoing basis, the principals, classroom teachers and aides (will see to it that) aides provide help to LEP Japanese and Korean students.

Aides were seen providing help to LEP Japanese and Korean students. Records kept by the aides were consistent with this task. In addition, when asked by the evaluator, "Which students do you work with?", all aides answered that they worked only with LEP Japanese and Korean students.

Conclusion:

This objective was attained. Further, aides understood their legal responsibility toward project students.

Process/Activity Objective 2B.3

On an ongoing basis, the classroom teacher (will see to it that) instruction appropriate to each student's stage of language acquisition in English is being provided.

As mentioned earlier, classroom teachers easily were able to describe and document each sampled student's stage of language acquisition.

Conclusion:

This objective was attained.

GOAL: BY JUNE 1987, ALL JAPANESE AND KOREAN LEP STUDENTS WILL HAVE INCREASED THEIR SELF-ESTEEM AND/OR SELF CONFIDENCE THROUGH PARTICIPATION IN A MINIMUM OF TWO CULTURAL EVENTS ANNUALLY, AS MEASURED BY TEACHER/AIDE OBSERVATIONS AND RECORDED ON INDIVIDUAL PROFILES.

Process/Activity Objective 3.1

By June 1986, 90% of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor will have participated in a minimum of two cultural events as recorded on individual profile cards.

All four schools certainly did provide a number of cultural events during the year. Some of the cultural events that were documented were:

- An International Doll Festival
- A National Costumes Day
- The Japanese New Year's Day
- The Japanese Girls Day
- A Korean classical music & dance performance (a "music center on tour" performance)
- United Nation's Childrens' Day
- International Day

Conclusion:

This objective was attained.

Process/Activity Objective 3.2

By June 1986, baseline data on the self esteem of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor will have been collected as measured by the IOX self-esteem index for Groups A and B.

Baseline data were collected at each school but data for both Groups A and B were combined so it was not possible to determine any student's group membership.

Conclusion:

This objective was not attained. Project staff did give the IOX to project students; however, there was a failure to understand what had to be collected. (See Process/Activity Objective 3.4.)

Product Objective 3.4

By June 1986, 20% of LEP Japanese and Korean students at Arlington, Hickory, Lincoln, and Victor who have participated in the program for two years will show improved self-esteem as measured by pre-post IOX self esteem index.

The evaluator and statistician received frequency distribution data for each school. Those data included the number of children that scored from one to twenty on the IOX self-esteem index (please see Appendix E). When it was clear that some form of

student identification code as well as pre and post test scores for each project child had not been received, the evaluator phoned the project director.

The project director reported that the scores had not been received from the schools because children had been encouraged to fill out the inventory without putting their names on it. Project staff had interpreted a phrase on student anonymity in the instructions for test administration to mean that students should not put their names down. With no way to identify an individual student's pre and post scores it was not possible to calculate what percentage of students showed improved self-esteem from pre to post testing.

Also confounding the data for the 1985-1986 school year was the fact that schools combined information on Group A and Group B students into one school level report. Even if pre and post scores had been noted for each student, it would have been impossible to analyze the data and reach a conclusion about this objective since it focuses on Group A students alone.

Conclusion:

Based on the data as collected, it is impossible to know whether or not this objective was attained.

Suggestion:

"Anonymity" is often seen as satisfactorially protected when student names are not released to outsiders. If district project staff wish to pursue this kind of self-esteem, pre-post gain objective, it will be necessary to collect names on both the pre and post tests and compile a table which shows each student's code; i.e., student A, B, C, etc., and both his pre and post test scores. This would meet the usual standard. Additionally, project staff may wish to note group membership (Group A and Group B) for each student. Since all data collected to

date cannot be used, any attempt to measure the attainment of this or a similar objective will have occurred during the 1986-1987 school year.

Process/Activity Objective 3A.1

By May 1986, the bilingual resource teacher and the classroom teachers (will have seen to it that) the IOX self-esteem (primary, intermediate levels) index (was) administered.

The index was administered.

Conclusion:

This objective was attained.

Process/Activity Objective 3A.2

By June 1, 1986, the teachers and principal (will have seen to it that) students participated in two cultural events reflective of the Japanese and/or Korean culture annually.

Students certainly were given repeated opportunities to participate in two such cultural events. (Please see process/activity objective 3.1.)

Conclusion:

This objective was attained.

Process activity Objective 3A.3

On an ongoing basis the bilingual resource teacher will distribute:

1. **information on field trip possibilities.**
2. **information on cultural events in community.**
3. **information on cultural events/guest speakers available for assemblies and classroom visits.**

On July 9, 1986, the evaluator made an on-site visit to review selected records maintained by the project director. At that meeting she provided evidence that the information called for was distributed. The evaluator found that a possible field trip to the Huntington Library, art collection and Botanical Gardens was distributed, as was a calendar of events from the Japanese American Cultural Community Center. In addition, information on an awareness session entitled "Effective Cross-Cultural Communication" was sent. (Please see Appendix F, Item 3.)

Conclusion:

This objective was attained.

GOAL: A CONTINUUM TO BE USED WITH THE NATURAL APPROACH TO SECOND LANGUAGE ACQUISITION ... BE DEVELOPED OR ADOPTED DURING 1985-86 AND ... BE FIRMLY IN PLACE BY JUNE 1987.

Process/Activity Objective 4.0

By February 1986, the bilingual resource teacher (will have seen to it that) visitations to other school districts using the natural approach were made.

During the 1984-1985 school year the bilingual resource teacher visited ABC school district which uses the natural approach. Further, in early June 1986 she visited Clarendon Alternative School in San Francisco where the IDEA kit, which incorporates the natural approach, was being used.

Conclusion:

This objective was attained.

Process/Activity Objective 4.1

By March 1986, the bilingual resource teacher, classroom teachers and the Bilingual Advisory Committee will have reviewed and evaluated commercially produced materials.

The bilingual resource teacher reported that last summer (July 1985) the Bilingual Advisory Committee reviewed 255 Japanese, Korean and English materials for the district's LEP students.

During this summer (July 1986) the bilingual resource teacher and the bilingual teachers evaluated state textbooks, and developed a draft of key concepts and vocabulary words in subject areas in both English and Japanese. For example, in science an identified key concept was the changing of the seasons, and a pair of identified key words was " Autumn"/" Aki".

Conclusion:

This objective was attained.

GOAL: ACADEMIC TESTING MATERIALS ... (WILL) BE DEVELOPED IN THE PRIMARY LANGUAGE TO GIVE TEACHERS MORE INFORMATION ABOUT ACADEMIC PLACEMENT AND PROGRESS.

Process/Activity Objective 4.4

On an ongoing basis, the bilingual resource teacher (will see to it that) academic testing materials in the primary language are acquired from private Japanese and Korean schools, bookstores, publishers, other school districts, Title VII service centers and other sources.

The bilingual resource teacher acquired a number of classroom testing materials during her visit to the San Francisco Unified School District in June 1986. Among the materials was a seven-inch stack of twelve booklets that presented test items in Korean. Subjects included not only reading, language, and mathematics but also geography, American civics, physics, and chemistry. The materials in the Japanese language were even more extensive. (Please see Appendix G, Item 1-4.)

Conclusion:

This objective was attained.

GOAL: PARENT EDUCATION MATERIALS ...(WILL) BE DEVELOPED AND TRANSLATED.

Process/Activity Objective 4.6

On an ongoing basis the bilingual resource teacher (will see to it that) parent education materials (are) acquired from other school districts, Asian associations and publishers, Japanese and Korean bookstores.

A number of items were reviewed by the evaluator, including a pamphlet entitled, "How to help your child in reading."

Conclusion:

This objective was attained.

Process/Activity Objective 4.7

On an ongoing basis the principal, teachers and bilingual resource teacher (will see to it that) letters of reclassification, minimum competencies and proficiency standards, general school information on school practices, curriculum practices, staffing patterns, and other events (are) developed and translated.

The evaluator saw a number of translated notices that had been sent home to parents. A copy of one such notice described several adult school offerings: "English as a Second Language", "Americanization" and "Parent Education". (Please see Appendix H.) As can be seen, this notice had indeed been translated into Japanese and Korean.

Conclusion:

This objective was attained.

GOAL: ALL TESTING MATERIALS WILL BE COMPLETED WITH THE APPROVAL OF THE DISTRICT'S TESTING DEPARTMENT AND EVALUATED BY TEACHERS AND ADMINISTRATORS.

Process/Activity Objective 4.8

By May 1986, the curriculum consultant, bilingual resource teacher, and the district's testing officer (will have seen to it that) the Los Angeles County Office of Education's staff closely assisted in developing materials to meet these needs.

The bilingual resource teacher solicited suggestions on this topic from four sources within the Los Angeles County Office of Education (please see Appendix I).

Conclusion:

This Objective was attained.

GOAL: BY JUNE 1987, 100% OF THE JAPANESE AND KOREAN PARENTS OF PROJECT PARTICIPANTS WILL HAVE INCREASED THEIR AWARENESS OF SCHOOL ACTIVITIES AS MEASURED ON A PRE/POST SURVEY TAKEN ANNUALLY.

Process/Activity Objective 5.1

As of early 1986, the principal, classroom teachers, curriculum consultant, and bilingual resource teacher (will have seen to it that) 100% of the parents of Japanese and Korean LEP students (were given the opportunity to complete) a questionnaire measuring their awareness of school activities in the beginning of the school year.

The bilingual resource teacher developed a questionnaire entitled "Title VII School Awareness Parent Questionnaire" (please see Appendix J). The directions to parents included a request to return the completed questionnaire by June 10, 1986. Shortly thereafter, the parents responded: forty-two from Arlington, twenty-three from Hickory, twenty-three from Lincoln, and fifteen from Victor.

Conclusion:

The task described in this objective was completed, but by June, not "... in the beginning of the school year."

Suggestion:

The goal does not match the objective. The goal speaks of a pre/post survey, while the objective speaks of a questionnaire both "as of early 1986, (January 1986 ?) and "in the beginning of the school year" (September 1986 ?). If a questionnaire is to be sent early in the school year (the "pre" test) and again later (the "post" test) then the objective(s) should say that. In any event, the goal and objective should be reviewed and some kind of rewrite should take place.

GOAL: BY JUNE 1987, ALL PARENTS OF JAPANESE AND KOREAN LEP STUDENTS AT ARLINGTON, HICKORY, LINCOLN, AND VICTOR WILL HAVE BEEN INVITED TO PARTICIPATE IN AT LEAST ONE SCHOOL OR CULTURAL EVENT AS MEASURED BY ATTENDANCE ROSTERS.

Process/Activity Objective 5.3

By 1987, the principal (will have seen to it that) parent education programs developed through the school improvement program (did include) a presentation about the school nurse, school psychologist, reading resource teacher, etc.

Although the target date for completion of this objective is next year (1987), the evaluator decided to request copies of appropriate records from principals this year. One principal noted that although he sent notices which included information about the reading resource teacher and school nurse, he did not send a notice in which the role of the school psychologist was explained. Another principal sent a copy of her school's newsletter in which "school specialists" were mentioned; however, the term was not defined in that newsletter.

It may be a good thing that progress toward the attainment of this objective was sampled this year. This objective appears easy to miss. A judgement call by the evaluator at this point would have to be that this objective was unattained in 1986. Fortunately, the deadline date is 1987.

Suggestion:

If notices home are to be used, they need to be more specific. They could list all specialists, their titles, and names together with a brief description of what they do as part of the program. While this information may be available in oral or written form, it seems to exist in bits and pieces that are scattered. It may be better to put it all in one notice, translate it, and send it home.

Process/Activity Objective 5.4

On an ongoing basis, the principal, the classroom teacher, the reading teacher, the bilingual aides, and the bilingual resource teacher (will see to it that) parents of Japanese and Korean LEP students (are) invited to presentations involving their children, their education and influence of the home, American school, community and society.

It was clear from the many records seen that a real effort was being made to involve Japanese and Korean parents. The following announcement contained in one school's flyer is an example of what the evaluator found.

> Thursday, October 31st - Our annual K-3 Costume Parade in the cafeteria. All K-3 classes will parade for parents and other classes on this day. Parents who wish to watch should be seated on chairs around the edges of the floor at about 10:45 a.m. Classes will be seated after the recess at 10:50 a.m. We especially want and encourage the wearing of ethnic costumes. We have kids from 21 different

countries here this year and the costume parade is a great time to show off our international school and its cultures.

Conclusion:

This objective was easily attained at each of the four project schools.

Process/Activity Objective 5.5

On an ongoing basis the principal and bilingual resource teacher (will see to it that) parents of Japanese and Korean LEP students (are) encouraged to attend adult education classes of ESL, citizenship and others.

The "Welcome to Torrance" brochure provides the following relevant information.

> ADULT EDUCATION
>
> Many high schools, adult education centers, and community colleges offer classes for adults. If you want to learn or to improve your English, classes are available to you in these schools. There are also many other subjects taught in adult education classes. Contact your school district about class schedules if you are interested in such classes. Torrance Adult School - telephone - 533-4454 or 533-4459. Participating in these classes is a great way to make American friends.

In addition, Appendix H in this report shows a translated letter home regarding adult school.

Conclusion:

This objective was attained.

GOAL: BY JUNE 1987, ('86-'87) AT LEAST ONE-THIRD OF THE PARTICIPATING INSTRUCTION STAFF AT ARLINGTON, HICKORY, LINCOLN, AND VICTOR WILL HAVE BEEN TRAINED IN THE "NATURAL APPROACH TO SECOND LANGUAGE ACQUISITION" AS EVIDENCED BY STAFF DEVELOPMENT AGENDAS AND SIGN-IN SHEETS.

Process/Activity Objective 5.6

By June 1986, the bilingual resource teacher (will have seen to it that) a series of workshop training (experiences) in the Natural Approach (were) planned and conducted for teachers, aides, and principals of Arlington, Hickory, Lincoln and Victor.

A series of training experiences was arranged and made available. The series involved such workshop leaders as Dan Holt, bilingual consultant, California State Department of Education, Dr. Stephen Krashen of U.S.C., Sharon Bassano from Santa Cruz, Drs. Alfredo Schifini and Mel Grubb, consultants, Los Angeles County Office of Education, Dr. Noboru Inamoto of U.S.C., and Howard Kwon from ABC Unified (please see Appendix K).

In addition, training for bilingual aides was conducted during the summer.

Conclusion:

This objective was attained.

Process/Activity Objective 5.7

By June 30, 1986, the bilingual resource teacher (will have seen to it that) members of the Bilingual Advisory Committee and parents (were) invited to attend workshops.

Ample evidence was found to exist to show that these invitations had been sent. (Please see Appendix L.)

Conslusion:

This objective was attained.

Process/Activity Objective 5.8

On an ongoing basis the bilingual resource teacher and Curriculum Consultant (will see to it that) those Title VII teachers who are not "fully certificated" as bilingual instructors (do) participate in university and college programs (USC & El Camino) specifically preparing them for certification as bilingual instructors in Japanese and/or Korean.

On the district's request, El Camino College agreed to conduct a class in methodology from February 6th to March 27, 1986. (Please see Appendix M.) A follow-up memo from the Title VII project director noted that nine bilingual teachers, one reading teacher and two aides did attend that class. It was reported that out of this class, two qualified for the language development specialist credential.

Conclusion:

This objective was attained.

Process/Activity Objective 5.9

On an ongoing basis the Bilingual Teachers and Curriculum Consultant (with help from USC and El Camino, will see to it that) career ladders for bilingual aides (are) developed so that aides (can) become bilingual credentialed teachers.

In an April 24, 1986, memo on the topic of career ladders, the district's curriculum consultant followed up an earlier solicitation of interest on the part of bilingual aides in becoming bilingual credentialed teachers. (Please see Appendix N.)

Conclusion:

This objective was attained.

GOAL: BY OCTOBER 1985, AND EACH SUBSEQUENT YEAR, A RESOURCE TEACHER WILL BE EMPLOYED TO COORDINATE PROJECT ACTIVITIES AS EVIDENCED BY BOARD-APPROVAL OF HIRING AND SCHEDULED ACTIVITIES.

Process/Activity Objective 5.10

By October 1, 1985, the assistant superintendent of educational services, the curriculum consultant, and the board of education (will have seen to it) that a (bilingual) resource teacher (was) hired.

The bilingual resource teacher was "aboard", doing the work and being paid by the date shown.

Conclusion:

This objective was attained.

Process/Activity Objective 5.11

By June 30, 1986, the curriculum consultant and bilingual resource teacher (will have seen to it that) the project Bilingual Advisory Committee, composed of two parents, principal or designee from each school (Arlington, Hickory, Lincoln, and Victor) and the Language Arts Consultant (met) a minimum of three times.

According to records, the Advisory Committee met on at least three dates: December 13, 1985, February 14, 1986, and May 9, 1986. The bilingual resource teacher had sign-in sheets completed for all three meetings.

Conclusion:

This objective was attained.

Process/Activity Objective 5.11A

By June 30, 1986, the bilingual resource teacher will have visited each school to review the program quality and compliance.

The evaluator found that the bilingual resource teacher frequently made on-site visits to each of the four project schools. A reading of her school visitation schedule (Appendix O, item 1), shows that she made official, announced visits to schools on twenty-six days during the 1985-'86 project year. Her concern for program quality and compliance was further indicated by her use of an evaluative checklist, (Appendix O, item 2) which she preceeded by prompts (Appendix O, item 3) and followed by verbal debriefings.

In addition, the assistant superintendent required brief weekly progress reports from the project director that described:

1. What was going on,
2. What the current problems were,
3. What potential future problems might be, and
4. What problems had been solved.

Conclusion:

This objective was attained.

SECTION 4

POSSIBLE PROGRAM EVALUATION PLAN REVISION

Extensive revisions of program objectives under Goal 1 has already taken place. Program personnel now have a second year's worth of test data to consider when revising those objectives for the third year of program operation, 1986-1987. Program objective revision under the student reclassification goal does not seem necessary since all four objectives--one for each project school--were attained.

Process/Activity objective 5.1 does not match the goal under which it was written. The goal and objective should be reviewed and rewritten.

A number of goals had been written with greater specificity than is typically the case. In fact a number of goals were found to be almost program objectives in that they nearly identify who will do what, by when and to what level of performance. No attempt to rewrite the goals into the more general form was made during the 1985-1986 school year, but program personel could consider whether or not to do so next year.

SECTION 5

POSSIBLE PROGRAM MODIFICATION

Data gathering by project staff at the school level was too incomplete to allow the calculations necessary to ascertain the attainment of product objective 3.2 and 3.4. Concerning self-esteem gain scores for group A students, project staff need to decide whether: to identify project student's pre and post 1986-1987 self-esteem scores and group membership, or to rewrite these two self-esteem objectives.

APPENDICES

TORRANCE UNIFIED SCHOOL DISTRICT
CURRICULUM SERVICES DIVISION
HOME LANGUAGE SURVEY RECORD
MARCH 1 '85 through February '86

LEP-LIMITED ENGLISH PROFICIENT
FEP-FLUENT ENGLISH PROFICIENT

SCHOOL Hickory

Names of Students having a language other than English on Home Language Survey	Student ID Number	Languages	Primary Language	Ethnic Code	School Entry Date	Sex	Grade	LEP/FEP Classified	Entered Program	Dismissed from Program	Transferred to another school
		Korean English	Korean 04	B	9-85	F	K	9-85 FEP			
		Korean	Korean 04	B	9-85	F	K	LEP ✓	9-85		
		Japanese English	Japanese 08	B	9-85	M	K	LEP ✓	9-85		
		English Japanese	Japanese 08	B	9-85	F	K	9-85 FEP			
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
		Japanese English	Japanese 06	B	9-85	M	K	LEP ✓	9-85		
		Japanese	Japanese 06	B	9-85	M	K	LEP ✓	9-85		
		Japanese	Japanese 06	B	9-85	F	K	LEP ✓	9-85		
		Japanese Filipino	English 08	B	10-85	M	K	FEP 10-85			
		Japanese	Japanese 08	B	12-85	M	K	LEP	12-85		
		Korean English	Korean 04	B	12-85	F	K	FEP 1-85			
		Japanese	Japanese 06	B	1-86	F	K	LEP	1-86		
		Japanese	Japanese 06	B	1-86	M	K	LEP	1-86		
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
		English Japanese	English 06	B	9-85	F	K	9-85 FEP			

MC:CS:ccs 4/82

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ESL FORM #2

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APPENIX A
ESL Form #2

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APPENDIX B
INDIVIDUAL LEARNING PROGRAM (ILP)

Torrance Unified School District
CURRICULUM SERVICES DIVISION

INDIVIDUAL LEARNING PROGRAM K-6

HICKORY SCHOOL

NAME _____ STUDENT NO _____ BIRTHDATE _____ AGE ___

PRIMARY LANGUAGE Japanese GRADE _____ _____ Teacher

INITIAL PLACEMENT DATA

SCORE

San Diego Placement Test: BSM 1 XX 2 ___ 3 ___ 4 ___ 5 ___ 6 ___
Writing Samples (2): A ___ B ___ C ___ D ___ E ___
TUSD Math Continuum Placement Test K-6: Total _____
Grade Level Placement _____

INSTRUCTIONAL PERSONNEL	CONTENT AREA(S)	PORTION OF INSTRUCTIONAL DAY
Classroom Teacher	all areas	as needed
Teacher Aide	all areas	2 hrs. per day
Bilingual Aide	language	1 period per day
Volunteer	all areas	when possible
Reading Resource Teacher	monitors progress	as needed
ESL Specialist Teacher		
Math Specialist Teacher		
Speech Therapist		
Peer Tutor	all areas	as needed
Other		

METHODS AND MATERIALS

Basic: San Diego ESL Continuum _____

Supplementary: Listening to records, tapes, books, stories, and Having sharing, discussions and songs.

(Additional comments may be written on the back.)

ILP Writer _____ ILP Writer _____ ILP Writer _____

Parent/Guardian _____ Teacher _____ School Administrator _____

*For all LEP pupils, including any who exit from BL classroom.
To be reviewed at least once a year.
MG:GS:cas - 10/81

ESL FORM #3

(SEE BACK)
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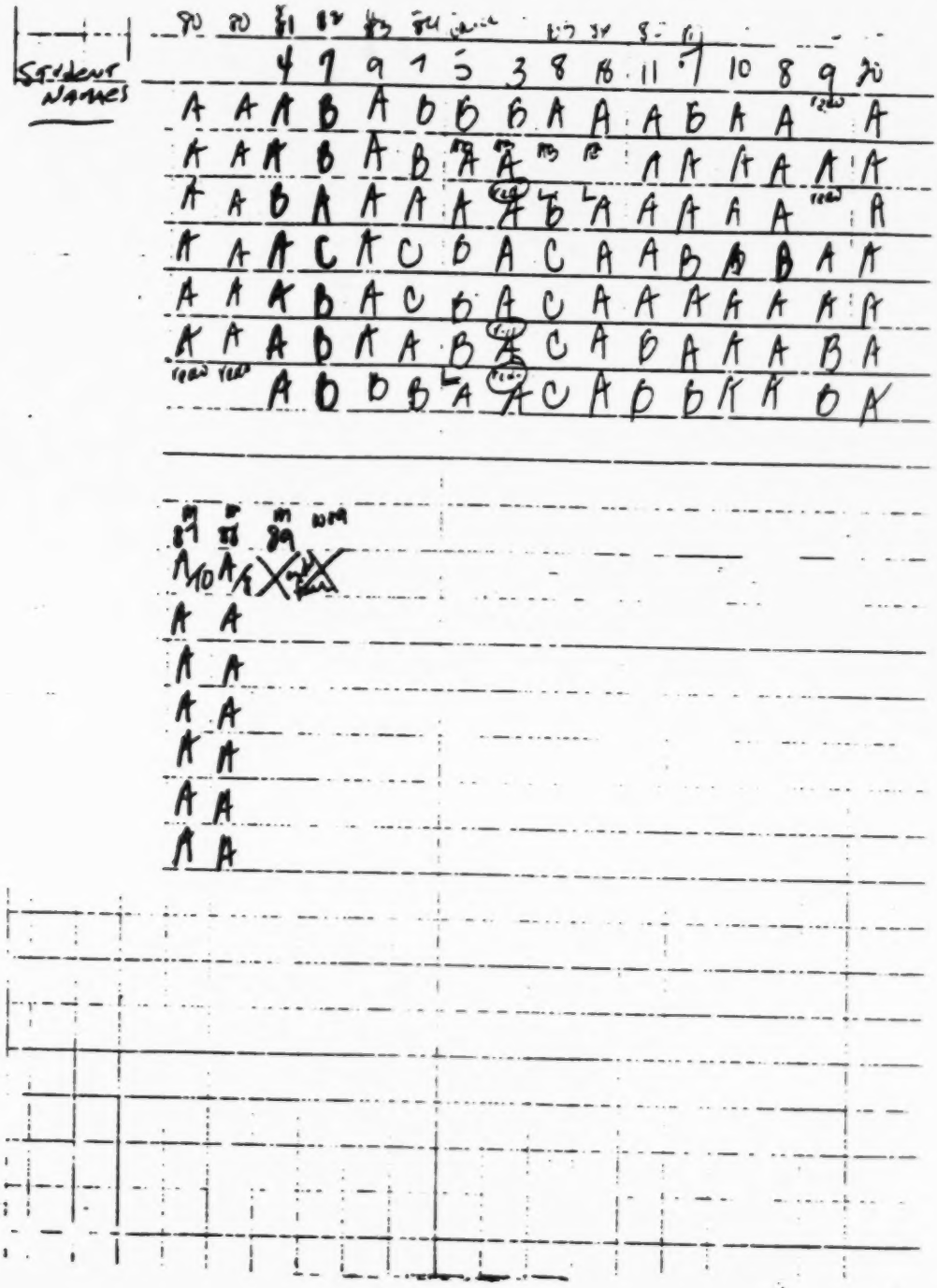
APPENDIX C
ESL PROGRESS REPORT

ESL Progress Report

Name_____ Grade_____

	Date _____	Date _____
1. Listening Skills		
A. Listens to instructions only	☐	☐
B. Listens and attempts to follow directions	☐	☐
C. Listens and participates in class discussions	☐	☐
2. Oral Language		
A. Speaks only in native language	☐	☐
B. Uses one word and gestures	☐	☐
C. Uses phrases and gestures	☐	☐
D. Uses sentences (But lacking in vocabulary)	☐	☐
3. Written Language		
A. Writes yes and no answers	☐	☐
B. Writes one or 2 word answers	☐	☐
C. Attempts to write sentences	☐	☐
D. Writes complete sentences	☐	☐
E. Reads and answers questions	☐	☐
4. Mainstreaming Into Classroom Subjects		
A. Reading	☐	☐
B. Spelling	☐	☐
C. Social Studies	☐	☐
D. Science	☐	☐
E. Language	☐	☐
F. Math	☐	☐

APPENDIX D
INDIVIDUAL STUDENT PROGRESS



SELF APPRAISAL INVENTORY RESPONSES

Arnold
School

Mar. 27. 86
Date

No. of Responses (Appearing in Scoring Template)	No. of Children
20	
19	1
18	2
17	7
16	13
15	9
14	10
13	9
12	8
11	7
10	4
9	2
8	2
7	
6	
5	
4	
3	
2	
1	

$\bar{X} =$

$N =$

Self-guided tour booklet in your school's field trip binder.

THE HUNTINGTON

Library

Art Collections

Botanical Gardens

An Introduction to the Huntington Educational Programs

School tours and classes are scheduled regularly during the non-public hours, October through May. More than 200 highly trained volunteer teachers (docents) conduct the tours and classes explained in this brochure. Special projects, public programs and printed guides are also described.

School groups are also welcome to come during the public hours if they register in advance and have one teacher or chaperone for every ten students. All areas of the Huntington are open during the public hours; in the morning the school will be restricted to the area of the class or tour selected.

PUBLIC HOURS: Tuesday through Sunday, 1:00-4:30 p.m. Closed Mondays and major holidays. Admission and school tours are free. The City of San Marino requires advance reservations for all Sunday visitors.

INFORMATION AND RESERVATIONS: The School Tour Office can be reached at (818) 405-2100.

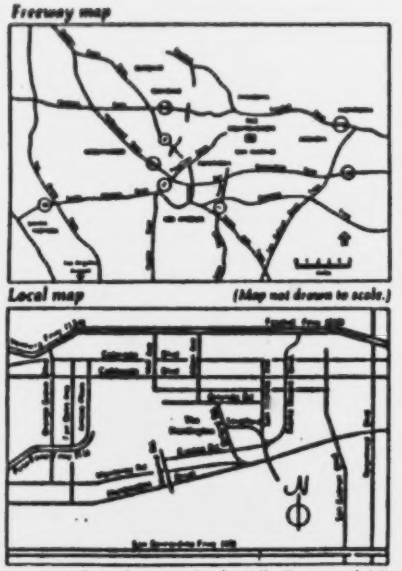
OCEDURES FOR TOURS:

SERVATIONS: Tours and classes e available by appointment only rough our School Tour Office. servations will be taken starting ptember 1. Tours and classes gin in October. Reservations n be made by calling (818) 5-2100

EPARATORY MATERIAL: Preparatory terial is available for most tours d classes. This material will be nt about one month ahead of the heduled reservation.

NCELLATION: If it is necessary to ncel, please call immediately. At ast one week's notice is required schedule another class on our iting list, and to reschedule your lass.

LOST OR LATE: Please call the hool Tour Office immediately for rections if lost. If you are late u must be prepared for the possible ncellation of your tour because of nflicting tour schedules. Plan our trip to arrive in plenty of time o park and meet your docents at the heduled time.



FREEWAY 210: From the west take the Hill off-ramp and follow surface streets east to Allen and proceed south to the Huntington. From the east take the Allen off-ramp.

APPENDIX F
ITEM 2
FEBRUARY CALENDAR

F E B R U A R Y

SHODŌ: RYUSEKI OUCHIDA

Japanese calligraphy (Shodo) in the traditional style of Bunka Shodo Gakkai, established by Gaoku Nukuwaki, written by Ryuseki Ouchida, 90, will be exhibited from February 1 through 16 in the George J. Doizaki Gallery. Ouchida is the foremost proponent of the Bunka Shodo style in Southern California. Outstanding examples of bunbo, gyobo, shubo, and reisho by the master will be shown.

SAT. FEB.

FAMILY SHOWCASE #2

LOS ANGELES CHAMBER BALLET

SAT. FEB.

Full-length premiere
Auzonne de St Erup
is brought to life in a
tion by the critically
Chamber Ballet, wit
plished dancers and
orchestra. This work
lowed by children of
8 p.m. $12/$10, rese
Feb. 2, at 2:30 p.m.

"RHAPSODY IN TAPS"

LTD/Unlimited Dance Company performance features special guests Eddie Brown and Sandman Sims in exhilarating celebration of tap dance and rhythm. Live music. Reserved seating. $14.50/$12.50. 479-2826.

SAT/SUN FEB.

DANCE SAMPLER SERIES

ASIAN AMERICAN CHOREOGRAPHERS

SAT. MAR

URASENKE LOS ANGELES 35TH ANNIVERSARY

Urasenke School of Tea Ceremony's Los Angeles Branch celebrates its 35th anniversary with a landmark exhibition of some 65 rare and exquisite utensils which have been in the Sen Family for 15 generations. Grandmaster Sen Soshitsu will attend the celebration. An outdoor tea ceremony will be held in the Plaza on March 8, followed by a lecture/demonstration at 6 p.m. Exhibition will continue from March 8 to March 30.

SAT. MAR.

EXPLORATION SERIES #4

DONALD BYRD/ THE GROUP

WED/THU MAR.

Considered explosive
The Group returns to
world premiere of Ar
five dancers created
art and the complex
film. "Donald Byrd is
dance choreographer
but he may well be t
gifted." Los Angeles T
8:00 p.m. Single tick

DE FALLA TRIO

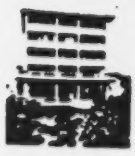
Classical guitarist trio—Terry Graves, Keaton Youngstrom and Dusan Bogdanovic—plays works by Mozart, DeFalla, Boyce and Soler, as well as some jazz. 8 p.m. Call box office for ticket information.

SAT. MAR.

JACCC/ RED CROSS BLOOD DRIVE

The annual blood drive by the Red Cross at the JACCC will take place from 12 noon to 4:45 p.m. in the 2nd Floor Conference Rooms.

FRI. MAR.



JAPANESE AMERICAN CULTURAL & COMMUNITY CENTER
244 South San Pedro Street, Suite 505
Los Angeles, California 90012 (Little Tokyo)
Telephone: (213) 628-2725

GEORGE J. DOIZAKI GALLERY
JACCC GALLERY
Main floor, JACCC
Daily hours: 12 noon to 5 p.m.
Closed Mondays

FRANKLIN D. MURPHY LIBRARY
Second floor, JACCC
Tuesday-Friday: 12 noon-5 p.m.
Saturday: 10 a.m.-4 p.m.
Sunday: 12 noon-4 p.m.
Closed Mondays and holidays

APPENDIX F
ITEM 3
USC FLYER

5/16

UNIVERSITY OF SOUTHERN CALIFORNIA

SCHOOL OF EDUCATION

NCL-USC Teacher Center

Come and experience Culture **SHOCK** as your foreign language students experience it in order to develop

Effective Cross-Cultural Communication

On Tuesday, May 27, 1986, Florene Rozen, a consultant to multinational corporations, training Americans on assignment overseas and foreign international business personnel based in the United States, will conduct for all interested educators a two-hour awareness session covering the ramifications in the classroom of culture shock and identity loss.

Considering the multi-cultural/national makeup of the majority of schools in the Los Angeles area, a session such as this should not be missed.

PLACE: NCL-USC TEACHER CENTER
5000 Hollywood Boulevard
Los Angeles, CA 90027-6193

DATE: Tuesday, May 27, 1986

TIME: 4:15 to 6:00 p.m.

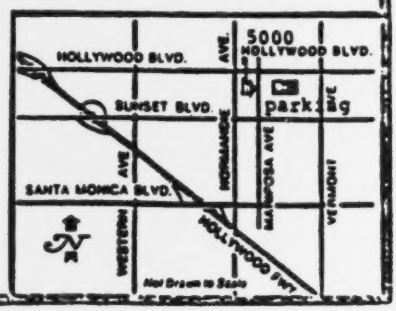
No charge involved

Call (213) 743-3560 today to reserve a place or ask for further information.

There is ample, secure, free parking available; entrance off of Mariposa Avenue as indicated by the map below.

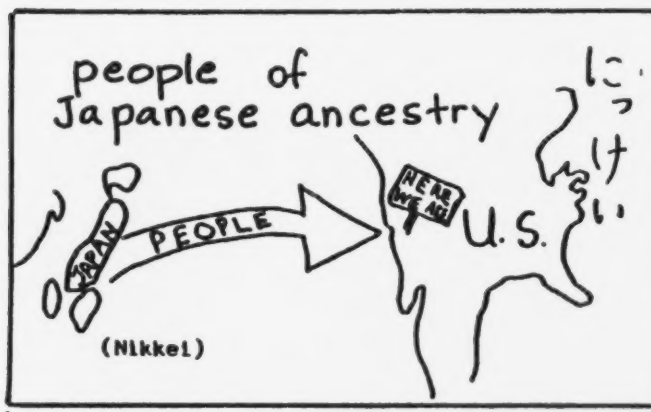
This awareness session is being given with a view to developing a workshop that will include such cross-cultural topics as:

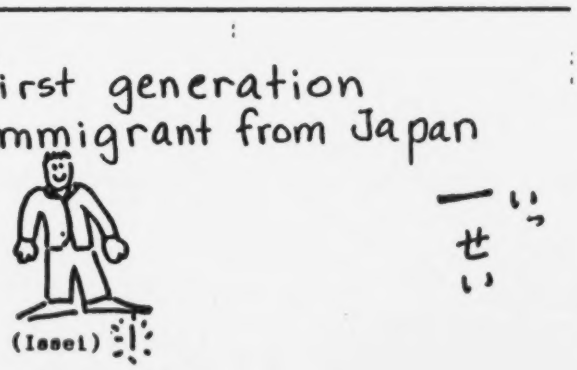
BODY LANGUAGE
FRIENDSHIP PATTERNS
LANGUAGE AS A REFLECTION OF CULTURAL VALUES
THE "SELF" VS. THE "GROUP"
VIEWS OF THE FAMILY
CONCEPTS OF TIME
INDIRECTNESS VS. CONFRONTATION



Please post

Set 2





Set 1

NiKKei

Neek·Keh·ee

(people of Japanese ancestry)

Issei

Ees·seh·ee

(first generation immigrant from Japan)

Set 2

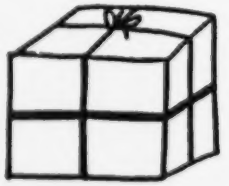
good-bye

さようなら

(sayonara)

thank you

ありがとう



(arigatoo gozaimasu)

Set 1

sayonara

sah·yoh·nah·rah

(good-bye)

arigatoo gozaimasu

ah·ree·gah·toh·oh goh·zah·ee·mah·soo

(thank you)

NAME _____

TEST B - BASIC TERMS (Continued) 基礎的な言葉

B.5 - FAMILY MEMBERS: (Use picture on pg. 57) かぞく

T: この人はだれですか。
(Who is this person?)

S: a) おじさん (uncle)
b) おばさん (aunt)
c) いとこ (cousin)

TEST C - BODY PARTS: 体

DIRECTIONS: Using the picture on pg. 57 , point to the item being tested, and ask the appropriate question. Mark 1 point for each correct answer. (Point to the parts of your body or the student's body if needed as an example.)

T: これは何ですか。
(What is this?)

S: a) うで (arm)
b) てくび (wrist)
c) もも (thigh)
d) ひじ (elbow)
e) あしくび (ankle)

TEST D - CLOTHING: 衣類

DIRECTIONS: Using the pictures on pg. 58 , point to the item being tested. Ask the appropriate question and mark 1 point for each correct response. (If the student has trouble understanding the item being tested, use the student's or your own clothing as an example.)

T: これは何ですか。
(What is this?)

S: a) ねまき (nightwear)
b) めがね (eyeglasses)
c) てぶくろ (gloves)
d) さいふ, がまぐち (wallet)

DEMILITARIZE: 비무장화하다

DEMOBILIZATION: D동원해제, 복원

DEMOBILIZE: 복원시키다, 제대시키다

DEMOCRACY: 민주주의, 민주제

DEMOCRAT: 민주주의자, 민주당원

DEMOCRATIC: 민주정체주의의, 평민적인

DEMOCRATIZATION: 민주화

DEMOCRATIZE: 민주화하다, 민주적으로하다

DEMONSTRATION: 논증, 실물교수, 표명

DEMONSTRATE: 논증하다, 증명하다

DEMONSTRATOR: 논증자, 증명자

DEMONSTRATOR: 논증자, 시위운동자

DEPARTMENT: 부문, 행정조직의 성

DEPORT: 국외로추방하다, 근신하다, 이송하다

DEPORTATION: 국외추방, 이송

DEPORTEE: 추방당하는사람

DEPRESSION: 억압, 침하, 의기소침

DEPUTY: 대리(소) 하원의원, 대리원

DESEGREGATE: 흑인사람대우를폐지하다

DESEGREGATION: 사람대우폐지

DESIGNATE: 가리키다, 지명하다 ...을 ..라하고 부르다

DESPOT: 폭군, 전제군주, 독재자

DESPOTIC: 전제적인, 횡포한

APPENDIX H
NOTICE ON ADULT SCHOOL CLASSES
TRANSLATTED INTO KOREAN AND JAPANESE

TORRANCE UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION

SUPERINTENDENT OF SCHOOLS

TELEPHONE (213) 533-4464

Dear Parents,

The Torrance Unified School District Adult School will begin its new term at Hamilton, Wright, and Meadow Park Adult Schools.

__Fall _____
__Winter _____
X Spring March 31 to June 13, 1986
__Summer _____

You might be interested in taking one of the many courses offered during the day and evenings.
-English as a Second Language (no tuition)
-Americanization (no tuition)
-Parent Education
Please contact your child's school if you have any questions.

Title VII Project Schools;
Arlington, Hickory, Lincoln, Victor
Elementary Schools

학부모님귀하, (Korean)

토렌스 연합교육구의 해밀턴, 라이트, 매도우파크 성인학교에서는 새 학기를 시작하고자 합니다.

• 가을 • 겨울 • 봄 • 여름

학부님들께서는 밤과 낮시간에 제공되는 많은 과목들 중에 하나를 선택하셔서 공부하실수 있읍니다.

• 제2외국어(영어)
• 미국화 교육
• 부모교육

질문이 있으실때는 학부모님 자녀의 학교에 연락해 주시면 감사하겠읍니다.

타이틀 7 프로젝트 학교들; 알링톤, 힉코리, 링컨, 빅토 국민학교

御父兄の皆様 (Japanese)

トーレンス統一学校已成人学校の新学期が ハミルトン・ライト・メドーパークの各学校で始まります。

冬期講座 1月6日から3月21日まで

昼間及び夜間のクラスがありますので興味のある方は御参加下さい。

• 外国人のための英語クラス(無料)
• 市民権取得のための準備クラス(無料)
• 子供のしつけ方

APPENDIX I
ASSISTANCE FROM THE LOS ANGELES COUNTY OFFICE OF EDUCATION

TORRANCE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION
Levy Curriculum Center

DATE: June 2, 1986

TO: Dr. Don Kester

FROM: Kikuko Nishi

SUBJECT: MATERIALS DEVELOPMENT ASSISTANCE FROM L.A. COUNTY

DR. DON KESTER:

ERIC: Check by phone with UCLA Reference Library at the Powell Library.
- Has microfiche.
- Has Lexico Development in Second Language Acquisition.

"Initial States of Japanese Child Learning English" ED 236917
- Need to go and check curriculum.

LYLE COFFEE: Library of Programs, L.A. COUNTY

- Text material on display, by National Asian Center for Bilingual Education, Housed at Alhambra City Schools.
- Curriculum guide on microfiche.
- Asian Pacific Resource Center, 1550 Beverly Blvd., Montebello.
- Need to check again at the County.

DR. MURRAY VIA

- Has no information on Korean and Japanese materials.
- Suggested calling Shizuko Akasaki, LAUSD.

LANGUAGE DEPARTMENT:

- Pamphlets for parents on Reading. (Language Dept. - L.A. CO.)
- Has some Japanese and Korean translations. Will send us all they have.

KN:bn

APPENDIX J
PARENT QUESTIONNAIRE

Dear Parents:

Will you please fill out this questionnaire and return it to your child's school by June 10, 1986? Thank you!

TITLE VII
SCHOOL ACTIVITIES AWARENESS
PARENT QUESTIONNAIRE

Were you informed of the school activities during the school year?

(Check one)	YES	NO
Back to School Night	___	___
Open House	___	___
PTA Programs	___	___
Bilingual Advisory Committee Meetings	___	___
Special School Activities	___	___
Class Activities	___	___
Parent Education Programs	___	___

NAME _____

SCHOOL _____

DATE _____

APPENDIX K
BILINGUAL INSERVICE CALENDAR

UPDATES

TORRANCE UNIFIED SCHOOL DISTRICT

TITLE VII IN-SERVICES, 1985-86

The staff members of Arlington, Hickory, Lincoln and Victor Schools have completed six Title VII in-services to improve the instruction of the Japanese and Korean LEP students. The second of three groups has completed the following in-services designed by KIKUKO NISHI, Bilingual Resource Teacher.

Sept. 25 - Dan Holt, State Dept. Bilingual Consultant, spoke on the educational problems of Korean and Japanese students.

Oct. 1 - Dr. Stephen D. Krashen of U.S.C., the internationally known expert, explained second language acquisition and the Natural Approach.

Oct. 28 - Sharron Bassano, ESL Teacher-Trainer from Santa Cruz, presented many practical ideas, lessons, and materials on the levels of the Natural Approach.

Jan. 8 - In the morning, Dr. Alfredo Schiffini, L. A. County Consultant, showed how Language Experience could be used for oral, reading and prewriting experience for the LEP. In the afternoon, Dr. Mel Grubb, L. A. County Consultant, stressed writing activities for LEP students.

Feb. 12 - Dr. Nobuo Inamoto, USC Professor of History, offered insight on American and Japanese values affecting the Japanese student. Rev. Russell Hamada spoke on the influence of Buddhism at the Buddhist Temple. Resource activities in Little Tokyo and the Japanese Cultural Center were shared.

April 1 - Mr. Howard Kwon, Bilingual Specialist from ABC Unified, talked about "The Historical and Cultural Considerations in Teaching Korean Speaking Students in the U.S." Resource activities took place in the original Korea Town of Los Angeles.

The second year participants were CYNA EARLY, LINDA GRESIK, SUSAN MacLEAN, DORIS NAKAKURA, JULIE RICE, JAN TACKETT, NANCY NATSUSHIMA from Arlington; NANCY RAICHE, GLORIA GILLARD, ELEANOR PARTON, JUDY PENDRICK, SHARON POLING, DEANNA STELLE, KEUN S. KIM from Hickory; DAN KELLY, BARBARA NELSY, PAT NICHAUS, KAY OLIVER, CHLOE SORENSEN, HIDORI TSUTSUI, HIROKO YAMAMOTO, ISABEL IHM from Lincoln; STEVE SHRADER, GRETCHEN CALHOUN, SHARON DAVIS, DIANNE EVERLEY, JANET FURUTANI, LIZ MIKE, SUSAN SCHANZ, CINDY WALL, MARILYN BUCK from Victor.

Special guests for the Japanese in-service were SHIGEKO MURAYA, Hickory; JIN BONG SONG, Victor; DIANA MURPHY, Special Projects; GRANT LOGAN, Towers; PAUL HARKNESS, Carr; HAROLD KUSCH, Torrance El; MIKE BARTELT, Hull; RICK LONG, Casimir; MIKE BRAJEVICH, Newton; JOHN McGEE, Riviera; and LUCILLE LeMIEUX, Fern.

APPENDIX L
INVITATION TO ADVISORY COMMITTEE

TORRANCE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION
Levy Curriculum Center

DATE: September 20, 1985

TO: Members of Title VII School Advisory Committee
(Arlington, Lincoln, Hickory, & Victor)

FROM: Kikuko Nishi, Bilingual Resource Teacher

SUBJECT: TITLE VII INSERVICE SESSION #1

You are cordially invited to attend the first Title VII Inservice Session featuring Dan Holt from the California State Department, Bilingual Office and Dr. Tom Bishop, L.A. County, Title VII Evaluator.

DATE: September 26, 1985

TIME: 2:30 - 3:30 p.m.

PLACE: Levy Curriculum Center (Cafetorium)

TOPIC: See attached program

KN:bn
S
Attach.

cc: Norma Willson

APPENDIX M
EL CAMINO COLLEGE BILINGUAL TEACHER TRAINING CLASS

January 21, 1986

JAN 27 1986

TO: SUPERINTENDENT

FROM: BUSINESS MANAGER (Oelkers)

SUBJECT: AGREEMENT WITH EL CAMINO COLLEGE FOR BILINGUAL TEACHER TRAINING (Action)

AB 3777, Standards and Criteria for Bilingual Teacher Training Programs, requires that the District establish a series of classes for bilingual waivered teachers and a career ladder for teachers and aides.

The staff has arranged with El Camino College to conduct a class in Methodology beginning February 6, through March 27, 1986.

The cost will be $1,420.00 to be funded by the Title VII budget.

- -

Superintendent's Comment: Transmitted to the Governing Board recommending that the District contract with El Camino College to provide a class in Methodology for waivered bilingual teachers beginning February 6 through March 27, 1986 at a cost of $1,420.00 to be funded by the Title VII budget.

APPENDIX N
CAREER LADDER NOTICE

ACTION

TORRANCE UNIFIED SCHOOL DISTRICT

EDUCATIONAL SERVICES DIVISION

TO: Bilingual Aides

DATE: April 24, 1986

FROM: Dr. Norma Willson, Curriculum Consultant

SUBJECT: Career Ladder

Do you want to become a bilingual teacher?

Last year we began planning for District assistance to bilingual aides to become bilingual teachers. We sent out a questionnaire asking you to indicate interest in the program and give your educational background. For aides who were working in Torrance last year and sent back the information, we still have your reply on file; for new aides we are including a questionnaire for you to fill in and return.

Since then we have negotiated with El Camino College to help us offer the beginning courses that are needed for both the waivered bilingual teachers and bilingual aides. A Japanese I class will be offered on one of our campuses in the fall taught by an instructor from El Camino. College credit will be earned and the course will be of no cost to those who take it. Title-VII funds will pay for the instructor.

El Camino has offered to send us one of their counselors in May or June to discuss with each of you exactly what you need to get a teaching credential in California. If you are interested in beginning a program, regardless of your educational background, please return the bottom part of this sheet and I will notify you when the counselor will be available to discuss with you an educational plan.

APPROVED BY:

Dr. Gail Wickstrom
Assistant Superintendent

---

clip here and return

Name_____School_____

_____I am interested in beginning course work to become a bilingual teacher.

_____I would like to discuss with a college counselor in May or June what I need to become a teacher.

_____I could bring my college transcripts to the conference.

_____I would like to take the Japanese I class offered next fall.

Please return to Norma Willson, EMB, by May 9, 1986.

APPENDIX O
ITEM 1
TITLE VII VISITATIONS

TO: TITLE VII SCHOOLS, ARLINGTON, HICKORY, LINCOLN, VICTOR.
Principals, Reading Teachers, Teachers, and Aides.

FROM: Kikuko Nishi, Title VII Project Director

Date: March 10, 1986

DR. KESTER WILL BE VISITING OUR SCHOOLS SOMETIME DURING THE FIRST WEEK OF APRIL. ATTACHED IS THE TITLE VII CHECKLIST DR. BISHOP USED LAST YEAR. DR. KESTER MAY CHANGE SOME OF THE QUESTIONS BUT WE CAN USE THIS ONE TO CHECK OURSELVES. I'LL BE VISITING BEFORE HE COMES.

SUGGESTIONS ON SOME QUESTIONS:

Question 2: Since a working ILP is expected in the classroom, teachers, reading teachers and aides may attach a supplement or evidence to show that it is working.

Question 3: Indications of progress of language acquisition stages in learning English should be kept by the teacher, the classroom aide, reading teacher, and bilingual teacher.

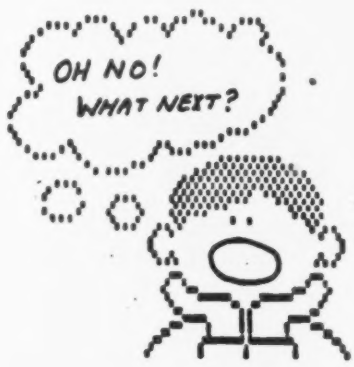
Question 4: The principal should have the ESL form 62 in the office.

Question 5: As soon as the CTBS scores come back, review for possible reclassification.

Question 7: The Title VII aides should be servicing every Title VII student in some way. Doesn't mean that they have to be teaching each student but providing service to improve their English acquistion.

Question 8: "Appropriate Instruction" means appropriate instruction to each student's stage of language acquisition in English.

Question 9: You may write it on the cards. To save time and if it's a school event you may want to xerox the event/date and staple the evidence onto the profile cards.



cc: Dr. Gail Wickstrom
Norma Willson

APPENDIX O
ITEM 2
EVALUATION CHECKLIST

TORRANCE UNIFIED SCHOOL DISTRICT

BILINGUAL PROJECT CHECKLIST

Date of Observation _____

School _____ Grade _____

1. Do the teachers' records show that the Bilingual Syntax Measure and the San Diego Oral Test were administered prior to November 30, 1984?

   YES _____ NO _____ T.

2. Are there 1984/85 ILPs for each project student?

   YES _____ NO _____ T

3. Do the students' profile cards indicate student progress?

   YES _____ NO _____ T.

4. Has the principal ensured that the ESL Form #2 is current?

   YES _____ NO _____ P

5. Is the School Appraisal Team reviewing students' CTBS-U results for possible reclassification?

   YES _____ NO _____ P

6. Have any students been reclassified?

   YES _____ NO _____ P

7. Are the Title VII aides helping the project students?

   YES _____ NO _____ A

8. Are the classroom teachers providing "appropriate instruction" to the project students?

   YES _____ NO _____ T

9. Have the project students participated in 2 or more cultural events?

   YES _____ NO _____ P

10. Have the parents been invited to participate in a parent education program?

    YES _____ NO _____ P

11. Have the parents of the project students been invited to presentations involving their children?

    YES _____ NO _____ P

12. Have the parents of the project students been encouraged to attend adult education classes?

    YES _____ NO _____ ERT

TB:ln

APPENDIX O
ITEM 3
PROJECT DIRECTOR'S PROMPTS

TITLE VII VISITATIONS
1985-86

November 12, 1985	Hickory, Victor
November 13, 1985	Lincoln, Arlington
November 14, 1985	Arlington
November 15, 1985	Hickory
November 26, 1985	Hickory (with Tom Bishop)
December 16, 1985	Casimir Middle
December 16, 1985	Arlington, Lincoln
December 19, 1985	Arlington, Lincoln & Victor
January 9, 1986	Lincoln
January 27, 1986	Arlington, Hickory
January 28, 1986	Lincoln
January 30, 1986	Victor
February 4 & 6, 1986	Victor
February 6, 1986	Arlington
February 7, 1986	Hickory
February 13, 1986	Arlington
February 24, 1986	Hickory
February 25, 1986	Lincoln & Arlington
March 3, 1986	Victor, Hickory, & Arlington
March 4, 1986	Lincoln
March 18, 1986	Hickory
April 21, 1986	Victor
April 22, 1986	Hickory (Program Review)
April 28, 1986	Arlington (Program Review)
May 1, 1986	Victor (Program Review)
May 2, 1986	Lincoln (Program Review)